

# Hillside High School 2018-19 Raising Achievement Plan - Year 7 Catch Up Premium Pupils

## (£18,529)

Strategy	Actions to implement strategy	Staff Responsible	Impact: How will this raise achievement?	Monitoring and Evaluation
<b>Read, Write, Inc. programme.</b>	<ul style="list-style-type: none"> <li>Member of staff to be trained in Read, Write Inc.</li> <li>Read, Write Inc. resources purchased.</li> <li>Programme used with a nurture group consisting of pupils who are not secondary ready for reading.</li> <li>CPD for TA linked to nurture group.</li> <li>£500 for training and resources</li> </ul>	NF	Improve reading ages.	RWInc training delivered by NF to TAs. Programme used by NF with nurture group. Reading ages of cohort improved by an average of 18 months.
<b>Intensive KS2 literacy and numeracy tuition programme.</b>	<ul style="list-style-type: none"> <li>Maths team to identify gaps in knowledge utilising KS2 assessment QLA (source from primary schools).</li> <li>CPD for staff identified to be tutors.</li> <li>Suitable programme written for both literacy and numeracy.</li> <li>£200 for new resources to deliver programme (research textbooks).</li> <li>£2000 – funding for staffing.</li> </ul>	RLC, RM	Improve current grades – compare P2S data. Pupils to move closer to 0.	Numeracy - 7 pupils took part in the programme, 6 of these pupils improved by 1 grade or more between P2S2 and P2S3. Literacy- 7 pupils took part in the programme. 5 of these pupils improved their reading age so it was at least their chronological age. 4 of these pupils improved by 1 grade or more between p2s2 and p2s3.
<b>Maths pre-teach programme</b>	<ul style="list-style-type: none"> <li>Members of the maths teaching staff delivering intervention through the pre-teach model.</li> <li>Breakfast to be provided.</li> <li>£700 staffing and resources.</li> </ul>	RLC	Improve current grades – compare P2S data. Pupils to move closer to 0.	The progress scores from P2S1 improved from -1.32 to -0.77 in P2S2 and then to -0.19 in P2S3 showing that as a cohort the improvement was more than 1 grade.
<b>Engaging parents in effective maths and English home support.</b>	<ul style="list-style-type: none"> <li>Plan and deliver parental workshops to enable parents to support the development of literacy and numeracy skills at home.</li> <li>Built in opportunity for parents to come and visit library to share facilities available for pupils.</li> <li>Guest speakers to engage young people and their families with literacy/numeracy.</li> <li>Research and purchase resources for parents to take home and utilise at home.</li> <li>£300 for resources and refreshments.</li> <li>£400 guest speaker.</li> </ul>	RLC, RM	Improve current grades – compare P2S data. Pupils to move closer to 0. Stakeholder views gathered.	Progress scores in English improved from -0.12 to 0.39 by P2S3.
<b>Catch up literacy tuition – guided reading and Lexia.</b>	<ul style="list-style-type: none"> <li>Identify pupils with cohort who would benefit from guided reading and Lexia intervention.</li> <li>Literacy tutor trained to deliver the programmes.</li> <li>Pupils to be withdrawn from lessons to work through programmes.</li> <li>£2880 Lexia licence.</li> </ul>	LH, RM	Improve current grades – compare P2S data. Pupils to move closer to 0.	Cohort size reduced from 58 pupils accessing Lexia intervention in the autumn term to 39 by the summer term. Progress scores in English

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	<ul style="list-style-type: none"> <li>£7647 Tutor (LH)</li> </ul>			67% of CUP pupils achieved at least their MEG by P2S3. Progress improved from -0.12 to 0.39 by p2s3.
<b>Develop new schemes to incorporate the use of manipulatives and online programmes in maths lessons.</b>	<ul style="list-style-type: none"> <li>Plan a series of activities to incorporate the use of manipulatives in maths.</li> <li>Staff CPD.</li> <li>Implement lessons.</li> <li>£900 (Manipulatives and TT Rockstars)</li> </ul>	RLC, DT, WW	Improve current grades – compare P2S data. Pupils to move closer to 0.	The progress score improved from -0.77 in P2S2 and then to -0.19 in P2S3 showing that there was an improvement of more than half a grade.
<b>Delivery of themed intervention days to target pupils who need to catch up in English/Maths</b>	<ul style="list-style-type: none"> <li>Planned themed days (including resilience &amp; animals) to target weaknesses (e.g. transactional writing, reading, basic numeracy skills) identified from KS2 analysis and also ongoing analysis of the PS2 tests.</li> <li>Specific cohorts of pupils targeted for each of the days.</li> <li>Maths and English teaching teams to lead on the delivery of the sessions on these days.</li> <li>£2500</li> </ul>	RLC, RM, NF	Improve current grades – compare P2S data. Pupils to move closer to 0. Improvement in ATL and BFL.	Numeracy – 75% of the pupils improved by at least 1 grade over the year. All pupils improved their overall score in each P2S. Literacy 67% of cohort improved by at least 1 grade. All pupils improved their overall score in each P2S.
<b>Rewards programme in place to provide resources for CUP pupils to support home learning and lessons.</b>	<ul style="list-style-type: none"> <li>Research suitable rewards that would support home learning and can be used in lessons to aid progress in English and maths.</li> <li>£500</li> </ul>	RLC, RM	Improve current grades – compare P2S data. Pupils to move closer to 0. Improvement in ATL and BFL. Stakeholder feedback.	Numeracy - The progress score improved from -0.77 in P2S2 and then to -0.19 in P2S3 showing that there was an improvement of more than half a grade. AtL improved from 1.59 to 1.48. Literacy The improved progress score from -0.12 to 0.39 shows an improvement of almost half a grade by P2S3. AtL improved from 1.50 to 1.39 by p2s3.